

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Exploring Workplace Policies

Practical Problem

What should be done about workplace policies?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Background Information for this Lesson

Career and Family Leadership, Content Module 4

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

E.1 Examine workplace policies (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.4 Use technological tools and other resources to locate, select, and organize information
SS6 Relationships of the individual and groups to institutions and cultural traditions
CA7 Identifying and evaluating relationships between language and culture

National Family and Consumer Sciences Standards Addressed

1.2.2 Demonstrate job seeking and job keeping skills

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Examine the context of workplace policies. (e.g., leaves, dress codes, use of technology, etc.) (Analysis)
2. Compare and contrast workplace policies. (Analysis)
3. Examine the workplace policies of your school. (Analysis)

Instructional Strategies

1. Examine the context of workplace policies. (Analysis)

In cooperative learning groups, identify some workplaces in your community. Share the list of businesses among the groups. Each group should identify a business that they would like to contact to inquire about policies concerning leaves, dress codes, and use of technology, etc. in their work place. Each group should:

- Write out questions that they would like the speaker to address. Share their questions with other groups and identify common questions they would like all speakers to address
- Call and invite a person from the business to come speak to the class
- Write a letter to the speaker sharing questions that they would like to have answered, directions, time of the class, number of students in the class, amount of time for the speaker, who will greet the speaker, information for an introduction etc.
- Be prepared to greet and introduce the speaker
- Thank the speaker at the end of class
- Escort the speaker out of the classroom
- Write a letter of thanks to the speaker

Be prepared to discuss:

- Appropriate dress when a guest speaker is attending class
- Communication skills should be used with a speaker
- Listening and note taking skills to be used with a speaker

(Leadership, Communication, Critical Thinking, Management)

Questions for Discussion/Formative Assessment

1. *What leadership skills are being used as part of this project?*
2. *How are you using management/organizational skills to complete this project?*
3. *Why is it important to be professional in your group and your classroom during this project?*
4. *How do individual responsibilities contribute to the policies of the workplace?*
5. *How can you use these skills in the future/today?*

2. Compare and contrast workplace policies. (Analysis)

Develop a computer generated chart to keep track of the businesses and their workplace policies. (Technology)

Write a report comparing and contrasting the policies of the different companies. Identify the company you think would best meet your needs and justify your decision.

Engage in a job shadowing to develop an understanding of the workplace policies at a workplace setting. Keep a written journal of your experiences.

(Technology, Critical Thinking, Management, Leadership)

Questions for Discussion/Formative Assessment

1. *What new experiences did you have developing your computer chart?*
2. *How was the chart helpful in comparing and contrasting workplace policies?*
3. *What company did you feel would best meet your needs? Why?*
4. *How did the job shadowing experience help in understanding workplace policies?*
5. *To what extent might the workplace policies influence your job/career decisions?*

3. Examine the workplace policies of your school. (Analysis)

Interview various individuals within the school setting. Ask the same questions that you asked the business guests in Instructional Strategy # 1. Summarize your findings on the computer generated chart. Add a paragraph to your written report comparing and contrasting the school and workplace policies.

Questions for Discussion/Formative Assessment

- 1. How are the policies for the school and the workplace similar/different?*
- 2. How are the policies for different employees similar/different? Why?*
- 3. Why are some employees held to stricter policies than others?*
- 4. How are the school classroom policies similar/different from the workplace?*
- 5. How can you use this information today to help you become a better employee/employer?*

Assessments

Paper/Pencil:

1. Write a letter of welcome and explanation to a guest speaker. Include in the letter the criteria as indicated in Instructional Strategy #1. (Application)

Classroom Experience:

1. Develop a checklist to assist with interviewing and conversing with a guest.

Application to Real Life:

1. Take part in a job shadowing experience. Keep a journal of your experiences.
(Analysis)
2. Develop a computer generated chart to organize and compare business policies. Compare and contrast policies in a written report between businesses, and businesses and the school. (Application, Analysis)